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| IDENTIFIERS | Natrona County School District; *Wyoming (Casper) |

ABSTRACT

The document presents an interim report of a model project in career education for K-12 students in the Natrona County School District in Casper, Wyoming. The report covers information in the following areas of project activities: (1) accomplishments, (2) major activities and events, (3) problems, (4) publicity activities, (5) dissemination activities, (6) progress on data collection and evaluation plans and procedures, (7) other activities, (8) staff employment and utilization, and (9) staff development. The major part of the text contains information which is related to the project activities. The results of a student survey on attitudes towards a course called World of Work is presented in Attachment C. Results of the parental survey on the same subject are presented in Attachment D. Attachment E presents samples of the following instruments: (1) career education survey for ninth grade students, (2) career education survey for grade 12 students, (3) teacher inventory form for elementary schools, and (4) teacher inventory forms for junior and senior high schools. (EC)

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DEC 5 1975

# INTERIM REPORT

Project No. F-8006-VW

Grant No. OEG-8-74-0035

## A Model Project in Career Education, K-12

Exemplary Project in Vocational Education
Conducted under Part D of Public
Law 90-576

Wyoming State Department of Education
State Office Building-West
Cheyenne, Wyoming 82002

August, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE008 618

A MODEL PROJECT IN CAREER EDUCATION, K-12
INTERIUM REPORT

1. Project No.: F-8006-VW

2. Grant No.: OEG-8-74-0035

3. Title of Project: A Model in Career Education, K-12

4. Grantee Organization: Natrona County High School District No. 1, Casper, Wyoming

5. Project Director: Fred Pierce, Ed.D.

6. Period Covered: From 7/1/74 to 6/30/75

7. Accomplishments:

   a. During the summer and early fall of 1974, the project director and key project teaching staff members contacted other schools in the district to explore the possibility of additional project schools. Six elementary schools and one combination elementary/secondary school were added to the project. A total of 16 schools were involved in the project during the 1974-75 school year.

   b. The willingness of the community to cooperate with the career education effort has been remarkably high. Local businesses have cooperated with inquiries of teachers and the career education staff regarding the procedure of securing guest speakers and organizing field trips.

   c. The career education office has compiled a booklet that indicates the location of all career education materials and equipment received by the project. The booklet was made available to all project staff.

   d. District project teachers and administrators have established themselves in leadership roles in career education in the state of Wyoming. This is born out by the number of statewide committee and council appointments and the offices held on the various committees and councils.

   e. An Awareness Lay Advisory Committee was formed to work in conjunction with the Steering Committee members and facilitators for the purpose of better informing the public of career education activities and to establish a two way communication system with the public.

f. A K-12 slide/tape presentation, "Work is a Beginning" was completed during the fall of 1974. The 30 minute series contains over 200 slides of career education activities. The presentation has been used by the following organizations and businesses:

Natrona County Board of Education
Salt Creek Freightways staff
First Christian Church
Manor Heights Elementary School Parent Advisory Committee
Casper Chamber of Commerce
Casper Optimists Club
Wheatland, Wyoming Public School Faculty
Wyoming State Department of Education staff
Wyoming Career Education Coordinating Council

g. Project staff members have conducted parts or whole career education workshops in the following Wyoming communities:

Wheatland
Riverton
Hulett
Moorcroft
Sundance
Lusk

h. Approximately 200 career units developed by the district personnel and acquired from out-of-state sources have been catalogued and made available to project staff.

Future plans call for additional elementary schools being added to the project during the fall of 1975. Additional instructional materials and supplies are being requisitioned in anticipation of the needs of additional schools.

The project career education office is in the process of updating the career education materials and supply manual. Copies will be sent to all project teachers prior to the fall 1975 semester.

8. Major Activities and Events:

a. A community resource book which provides information of community speakers and field trip sites was developed and distributed to all project teachers. In conjunction with this activity, senior citizens of the community were contacted as to possible involvement in the classroom as career education resource persons.

b. On October 8, 1974 Dr. Sidney Marland, President of the College Entrance Examination Board and former Assistant Secretary of Health, Education and Welfare, visited the career education project. Dr. Marland spoke to over 700 district personnel and with Dr. Robert G. Schrader, State Superintendent of Public Instruction, and Mr. Maurice Griffith, Casper Superintendent of Schools, made radio and television appearances during the day. Dr. Marland also met with district administrators and several staff members of the Wyoming State Department of Education (see Attachment A).

c. During the fall of 1974, the career education project staff developed and distributed to all elementary project schools, a booklet entitled, "The Idea Hat". The publication presented new and interesting activities that teachers could use in their classrooms for career related units of study.

d. On March 11 and 12, 1975, Mr. John Lacey, Program Officer from the Region VIII Health, Education and Welfare office and Mr. Abel Benevides, Wyoming State Department of Education, visited the career education project to observe and participate in project activities.

e. In July, 1974 the project director and junior high school facilitator served as consultants to a two day mini-conference on career education in Washington, D.C.

9. Problems:

a. The slow arrival of career education curriculum materials was a problem area during the summer and fall of 1974.

b. During the fall of 1974, the project staff experienced some difficulty in introducing career education concepts into the academic areas of the secondary schools. Project activities aimed toward resolving this dilemma appeared to have overcome a major portion of this problem.

10. Publicity activities:

a. During the 1974-75 school year, career education spotlight newsletters carried two separate monthly editions - elementary level and secondary level. Publication dates were:

| Elementary Edition | | Secondary Edition | |
|---|---|---|---|
| September | 1975 | December | 1974 |
| October | 1974 | January | 1975 |
| November | 1974 | March | 1975 |
| January | 1975 | April | 1975 |
| February | 1975 | May | 1975 |
| April | 1975 | | |

b. During the 1974-75 school year the following articles appeared in a local newspaper (see Attachment B).

8/28/74 - On The Job Training Program Gets Under-Way at Kelly-Walsh.

10/14/74 - Future Students May Leave School Earlier

10/21/74 - Industry Personnel Claim Youth Work Attitude Poor

10/22/74 - Orientation of New Project Teachers

11/24/74 - Second Graders Discover Firemen Go To School Too

11/24/74 - Teacher Workshop Offers Many Varied Programs

3/1/75 - Gillette Teachers Study Casper Career Education Program

3/16/75 - Make That One Peanut Butter Shishkebab Please

3/22/75 - Business Provides Educational Input

5/3/75 - Students Bankers Conduct Auction in Classroom

No Date - Teaching the Job

c. On February 20-21, 1975 thirteen elementary teachers and counselors from Gillette, Wyoming visited the project to gain ideas to aid in the implementation of a career education program in the Gillette schools. Other Wyoming districts to send representatives to the project for orientation and idea sessions were:

Powell
Rock Springs
Sundance
Riverton
Cheyenne
Glenrock
Douglas

11. Dissemination Activities:

a. A K-12 slide presentation was developed depicting classroom activities, inservice activities and project involvement of students, teachers, and administrators. This presentation was developed as a project dissemination aid.

b. The East Junior High School secondary facilitator had an article entitled, "Career Corner Keeps Casper Elementary Classes Up To Date On Future Occupations" published in the January, 1975 issue of Curriculum Product Review.

c. The project director had an article entitled, "The Successes and Pitfalls of Integrating a Career Education Program in the School District", published in the Association of Public School Systems Yearbook 1974-75 and in the March, 1975 issue of Catalyst for Change.

d. During the 1974-75 school year, the project director met with the local chamber of commerce to discuss the chamber's continued involvement in the career education project. Meeting dates were:

| | |
|---|---|
| 8/13/74 | 1/13/75 |
| 8/21/74 | 2/21/75 |
| 8/28/74 | 3/19/75 |
| 10/1/74 | 5/15/75 |
| 10/9/74 | 6/2/75 |
| 10/16/74 | 6/9/75 |
| 11/7/74 | |
| 12/12/74 | |

e. On one occasion during the 1974-75 school year, the project director appeared on local television to discuss the career education project. The director also appeared on local radio programs on several occasions to discuss the project. In addition, various project staff members appeared on two local television programs and one local radio program to discuss their involvement in the career education project.

f. The junior high school career education facilitator participated in a local television program with business and industry representatives. The major discussion focused on the 1975 Summer Career Education Workshops.

g. A project building administrator participated in a debate/discussion program with instructors from the local community college. The topic of dis-

cussion was different aspects of career education. The program was aired on the local educational television channel.

h. In late August, 1974 the project director, the junior high school secondary facilitator, one project teacher, and two project building administrators participated in a workshop in Cheyenne, Wyoming and presented a general overview of the project's junior high school program and suggested specific ideas and activities for elementary and secondary levels in career education.

i. In August, 1974 the junior high school facilitator and an elementary school administrator presented a one day inservice workshop on career education to the entire faculty of Niobrara County School District #1, Lusk, Wyoming.

j. Approximately 50 requests for project materials and publications were received and filled by the project staff during the 1974-75 school year.

12. Progress on Data Collection and Evaluation Plans and Procedures:

a. The results of the career education survey tests were compiled by the third party evaluator. These tests were distributed to all third, sixth, ninth and twelfth grade levels in the career education project schools.

b. The Ohio Vocational Interest Survey was administered to all sophomore students in the project high school. A followup study of the administration of the survey, mock interviews by Casper businessmen, were conducted to give the students a better understanding of the job application process.

c. East Junior High School civics class students participated in a survey of career education evaluation (see Attachment C). A select number of parents were surveyed on the same questionnaire (see Attachment D). The results of the surveys were not available at publication date.

d. Professional Education Consultants, Inc., Greeley, Colorado have been contracted to conduct the third party evaluation of the project. The evaluation report, when available, will be submitted as a separate document.

e. During April and May, 1975 a survey instrument was administered to district students to measure student outcomes of the career education project.

The instrument was administered to grades 3, 6, 9, and 12. The student selection, administration, compilation, interpretation and findings were under the direction of the project's third party evaluator, Professional Educational Consultants, Inc., Greeley, Colorado (see Attachment E). The results were not available when this document went to press.

13. Other Activities:

a. During the 1974-75 school year, 398 career education field trips were taken by students of the project schools.

b. The project steering committee held meetings on the following dates:

9/10/74
10/4/74
11/12/74
12/3/74
1/12/75
2/10/75
3/12/75
4/22/75

c. The project director visited each project school on a weekly basis throughout the 1974-75 school year. He visited with teachers, observed classroom activities and participated in many special school activities.

d. During the 1974-75 school year, 705 guest speakers appeared before classes in the project schools.

e. On May 7, 1975 the Wyoming Career Education Coordinating Council met in Casper. The major purpose of this meeting was to discuss career education legislation with the Chairman of the Wyoming House of Representative Education Committee and a representative of the Joint Appropriations Committee of the Wyoming State Legislature.

14. Staff Employment and Utilization:

The position of career education elementary facilitator was filled during the summer of 1974. Duties of this position include providing inservice training to teachers, securing instructional supplies and media and coordinating the work of the elementary schools.

15. Staff Development:

a. Career Education Summer Workshop
6/24/-7/5/74 and 8/5-16/74
110 participants
11 consultants
Career Education Classroom Unit Development

b. Non-loom Weaving Workshop
8/9-10/75
16 participants
1 consultant
Leisure Time Arts and Crafts Activities

c. Mathematics Workshop
9/20/74
9 participants
Integration of Career Education Activities Into the Math Curriculum

d. 7/31-8/2/74 - Four project administrators and teachers toured the Minneapolis-St. Paul school system. They observed resource centers, viewed various films, discussed duties of key personnel and explored the development and effectiveness of the Minnesota Career Education Program.

e. Staff meetings involving the project director, career education facilitator and project secretary were held weekly throughout the 1974-75 school year.

f. Elementary principals group (including the project director) met on the following dates for purposes of project progress and planning:

9/9/74
10/22/74
12/16/74
2/12/75
2/19/75
3/5/75
3/12/75
4/17/75

g. The project director participated in a two day, six state regional meeting in Denver on September 26 and 27, 1974.

h. On September 29 through October 2, 23 new project teachers and their administrators were involved in a field trip to Denver. The objective of the trip was to observe major industries with emphasis on procedures for hiring personnel to work in

large factories. The following businesses and industries were visited:

United Airlines Flight Training Center
Gates Rubber Company
Samsonite Corporation
May D and F
Dow Chemical Company

i. On October 9 through 13, six project teachers and administrators visited Dallas, Texas to participate in a workshop and visit the Skyline Career Center.

j. During the fall of 1974, all teachers and administrators new to the career education project participated in inservice orientation workshops for their individual grade level. A general overview of career education was presented as well as dissemination of project goals, individual and group development of career education units and demonstrations of various audio/visual equipment.

k. Mini-workshop in elementary and industrial education.
11/6-7/74 and 11/20-21/74
39 participants
1 State Department of Education consultant
Activity areas included classroom photography, cardboard carpentry and simple printing.

l. 12/5-6/74 tri district meeting on career education was held in Riverton, Wyoming. Members from Casper, Riverton, and Powell, Wyoming school districts were in attendance. Each district presented their project overviews, shared printed materials and discussed successes and setbacks of their projects.

m. The establishment...a different prospective?
1/14/75-4/1/75
80 participants
This inservice course was designed to provide project teachers the opportunity to learn first-hand from local business people about private enterprise and the current job market.

n. Winter 1974-75
Curriculum revision inservice
Mathematics Department
East Junior High
The purpose of this inservice was to explore ways and means of integrating career education concepts into the existing junior high school mathematics curriculum.

o. Winter 1974-75
Curriculum Revision Inservice
East Junior High School Science Department
The purpose of this inservice was to explore ways and means of integrating career education concepts into the existing junior high school science curriculum.

p. Winter 1974-75
Curriculum Revision Inservice
East Junior High School English Department
The purpose of this inservice was to explore ways and means of integrating career education concepts into the existing English curriculum.

q. Work Attitudes and Values Workshop
2/28/75-3/1/75
50 participants (statewide)
1 consultant
Participants were exposed to values and strategies concerning career choice.

r. January 19-23, 1975, six project staff members visited the following career education programs in Florida:

Miami
Fort Lauderdale
Orlando
St. Petersburg

s. On February 3-5, 1975, 27 project staff members visited various industries in the Denver, Colorado area to learn of hiring procedures utilized by the following industries:

United Airlines Flight Training Center
Gates Rubber Company
Samsonite Corporation
Dow Chemical

t. 2/18-19/1975, five project guidance counselors participated in a guidance career education workshop held on the campus of Chadron State College in Chadron, Nebraska.

u. 3/6-7/75 the project teachers and administrators attended a five district sharing conference in Riverton, Wyoming. Conference activities included discussion topics, viewing materials displays, previewing films and grade level discussion groups. The five Wyoming districts involved were:

Casper
Laramie
Powell
Riverton
Rock Springs

v. 1/27-30/75 the project director participated in a national conference on career education for project directors in Dallas, Texas. Directors from across the United States were invited to the conference to participate in discussion and presentations of various career education programs and projects.

w. The Establishment...A Different Prospective?
6/16-27/75
30 participants
This inservice course was designed to provide project teachers the opportunity to learn first-hand from local business people about private enterprise and the current job market. Participants will tour various local businesses. A major highlight of the inservice program will be a 3 day trip through Wyoming during the final 3 days of the workshop.

A second session to this workshop utilizing an identical format will be held for approximately 35 project teachers during August, 1975.

ATTACHMENT A

Schedule for Marland's Visit

| | | |
|---|---|---|
| 1. | 12:00 - 1:15 | Community College Meeting<br>(Casper College) |
| 2. | 1:30 | T.V. (Marland, Griffith, Schrader) |
| 3. | 2:15 - 3:45 | Teacher In-Service Day (Marland and Jones)<br>(NCHS Auditorium) |
| 4. | 4:00 - 4:35 | Radio KATI (Marland, Griffith, Schrader) |
| 5. | 5:30 - 7:30 | Social Hour with local administrators<br>(Redman's Lodge) |
| 6. | 7:30 | Dinner (Marland - short presentation)<br>(Redman's Lodge) |

TALLY SHEET FOR "WORLD OF WORK" STUDENT SURVEY

1. Did you like the course "World of Work"?

| | |
|---|---|
| Yes | 71 |
| No | 4 |
| At times | 38 |
| It was OK | 46 |

2. How would you rate the course "World of Work"?

| | |
|---|---|
| Inferior | 4 |
| Poor | 8 |
| Good | 122 |
| Above Average | 125 |

3. What did you consider the strongest portions of the course?

| | | | |
|---|---|---|---|
| Pictures | 1 | Activity | 1 |
| Applying for a job | 60 | Social Security | 3 |
| Banking | 9 | Personality | 4 |
| Careers | 10 | All of it | 1 |
| Dept. | 1 | Films | 2 |
| Book | 2 | Evaluation Test | 4 |
| Budgets | 5 | Field trips | 2 |
| Guest Speakers | 11 | Going to school | 1 |
| Contracts | 7 | Frauds | 2 |
| Income Tax | 4 | Questions | 5 |
| Buying cars | 1 | Real estate | 1 |
| First part of book | 3 | Average costs | 1 |
| Nothing | 6 | Comparing prices | 1 |
| | | Homework | 1 |

4. What do you consider the weakest portions of the course?

| | | | |
|---|---|---|---|
| What it said | 3 | All of it | 2 |
| Income tax | 8 | Field trips | 1 |
| Charts | 1 | Insurance | 1 |
| Films | 4 | First part | 2 |
| Contracts | 3 | Last | 2 |
| Buying | 1 | Legal | 1 |
| Banks | 3 | Leisure time | 1 |
| Budgets | 3 | Questions | 6 |
| Nothing | 18 | Book work | 2 |
| Social Security | 2 | Reading | 1 |
| Credit | 6 | Education of jobs | 4 |
| Jobs | 11 | Not enough on individual jobs | 2 |
| Real estate | 1 | Not enough field trips | 1 |
| Buying a car | 1 | | |
| Study terms | 1 | | |
| Reading | 1 | | |

5. When you began "World of Work" what did you anticipate the course content to contain that you have not gained so far?

| | | | |
|---|---|---|---|
| Nothing | 31 | Certain times for different jobs | 1 |
| Field trips | 3 | More than they expected | 1 |
| Interviews | 1 | Information on banks | 2 |
| No idea | 9 | Guest speakers | 1 |
| Jobs available | 1 | Education | 4 |
| Information on jobs | 29 | Handling life situations | 3 |

6. If the instructor is invited to teach this same course next year, what recommendations would you suggest he use to make the class more meaningful

| | | | |
|---|---|---|---|
| Don't use the book | 1 | No idea | 2 |
| Did a good job | 8 | More projects | 3 |
| None | 20 | Don't change subjects so often | 3 |
| More field trips | 23 | Less work | 4 |
| More guest speakers | 28 | More class discussion | 7 |
| More films | | | |

7. Would you recommend the "World of Work" to one of your friends as a practical worthwhile subject? If so why or why not?

| | |
|---|---|
| No | 19 |
| Teaches things already known | |
| Boring | |
| Not fun | |
| Yes | 133 |
| Prepares you for the future | |
| Fun, easy, interesting | |
| Helps to understand the responsibility of parents | |
| Good book | |

8. Do you feel field trips would have helped and if so, where would you have liked to have gone?

| | | | |
|---|---|---|---|
| No | 27 | Sanitation Dept | 1 |
| Yes | 94 | County building | 2 |
| I.R.S. | 2 | Post office | 4 |
| Insurance Co. | 3 | Welfare office | 1 |
| Factories | 11 | Game & Fish Dept. | 1 |
| Bank | 30 | Cheyenne | 1 |
| State Employment Office | 21 | Airport | 3 |
| Government Offices | 5 | Ramada Inn | 1 |
| Savings & Loan Co. | 11 | McDonalds | 3 |
| Gas Stations | 2 | Computer Programming | 3 |
| Courthouse | 12 | Red Barn | 2 |
| Law Offices | 3 | Candy store | 1 |
| Refineries | 3 | Businesses | 22 |
| Police Station | 5 | Advertising Co. | 1 |
| Car Dealer | 2 | Dave Johnson Power Plant | 2 |
| Social Security place | 1 | Real estate office | 1 |
| | | Mechanic shop | 1 |
| | | Armed Forces building | 2 |

9. Give your feeling and comments about the use of guest speakers.

| | |
|---|---|
| Liked them | 145 |
| Disliked them | 9 |

10. What are some of the things guest speakers could have done to make their presentation more interesting and meaningful?

| | |
|---|---|
| Talk about things interesting to the students | 5 |
| Talk on students level | 6 |
| More visual aid | 14 |
| Bring examples | 34 |
| No improvment | 14 |
| More friendly and enthusiastic | 10 |
| Joke more | 5 |
| Speak louder, clearer, not so fast | 7 |
| Ask for questions | 6 |
| Talk about a variety of things | 3 |
| Have more time for the speaker | 3 |
| Depends on person | 1 |
| Explain more | 6 |

11. Which of the chapters in the text 'World of Work" did you like the best? Why?

| | | | |
|---|---|---|---|
| Don't remember | 13 | Banks | 4 |
| Liked them all | 14 | | |
| Applying for a job | 24 | | |
| Why?-- helpful, important | | Taxes | 3 |
| | | Why? -- helpful | |
| Different Careers | 10 | | |
| Why? -- discovered new jobs | | None | 6 |
| First part of book | 21 | Social Security | 2 |
| Why? - easy, interesting | | Why? - interesting | |
| Self evaluation | 6 | Last part | 1 |
| Money management | 7 | | |
| | | Contracts | 3 |
| Consumer buying | | Why? -- helpful | |

12. Which of the chapters in the text, "World of Work", did you like the least? Why?

| | | | |
|---|---|---|---|
| Income tax | 1 | Money management | 4 |
| Why? - Hard to understand | | Why? - boring | |
| Social Security | 5 | Real Estate | 1 |
| Why? - Hard to understand | | Why? - Too complicated | |
| Interviews | 3 | Don't remember | 17 |
| Income Tax | 13 | Contracts | 9 |
| Why? - boring, hard to understand | | Why? - too much to learn in a short time | |
| Banking | 12 | Self evaluation | 2 |
| Why? - Kept repeating, boring, too short | | Last part | 4 |
| | | Why? - boring | |

12. Continued

| | |
|---|---|
| Last part | 4 |
| Why? boring | |
| First part | 6 |
| Why? boring | |
| Consumer buying | 3 |

13. How much time do you think should be given to "World of Work" and how much time to regular civics?

| | |
|---|---|
| One semester each | 93 |
| Nine weeks civics and 24 weeks of World of Work | 51 |
| 24 weeks of civics and 9 weeks of World of Work | 9 |

14. Offer any suggestion you might have on ways of making the course "World of Work" more interesting in the future.

| | |
|---|---|
| Don't use the book | 3 |
| More films | 13 |
| More field trips | 35 |
| More guest speakers | 39 |
| Make it a full year course | 6 |
| More class involvement | 4 |
| More class projects | 12 |
| Let students decide on guest speakers | 1 |
| Reports by students | 1 |
| Debates | 1 |
| Information on education | 3 |
| Don't have the course | 4 |

ATTACHMENT D

PARENTAL SURVEY

The following is a tally of a questionnaire sent out to parents of students taking World of Work.

1. What is your reaction to the material that is being taught?

| | |
|---|---|
| Is alright | 2 |
| Very helpful for future years | 10 |
| Needed for many years | 3 |
| Great | 1 |
| Excellent course | 2 |

2. Do you feel this material is worthwhile?:

| | |
|---|---|
| Yes | 15 |
| To a certain degree | 2 |

3. Is there anything that should be omitted or added to the course?

| | |
|---|---|
| No | 10 |
| Paying bills on a budget | |
| Job placement available | |
| Perhaps more tests on areas they might be especially interest in. | |

4. If you had such a course in school, do you feel it would have helped you in your role in the working world?

| | |
|---|---|
| Yes | 12 |
| Very much | 3 |
| Definitely | |

Comments:

"I feel this is good for both the non and the college bound students."

Mrs. J. K. Walsh

"I would like to see this course offered not only to ninth grade but also to high school students because I feel it could help each student now and in the future."

Mrs. Diaz

"Chapters 3, 8, and 10 should be reviewed and emphasized, they are really important."

Ms. Walsh

"Our son has learned practical skills in applying for a job."

Mrs. Billy Balthrop

ATTACHMENT E

CAREER EDUCATION PROJECT

Exp _____ Ctrl _____

Year 1975

GRADE 9

CAREER EDUCATION SURVEY

Name _____

School _____

Male _____ Female _____

PART I: Instructions

Each question in this section will address different types of experiences you may have had this year in various classes. To the best of your ability, answer each item and specify the class or classes in which you were involved with specific experience.

1. Of the following experiences, estimate how many times have you participated in each, this year, while in school?

a) About how many field trips to look at different types of jobs?

None Some Lots

0 1 2 3 4 5 or more

Which classes? _____

b) About how many guest speakers who talked about their jobs?

0 2 4 6 8 10 12 or more

Which classes? _____

c) About how many films have you viewed which emphasized job skills or working?

0 2 4 6 8 10 12 or more

Which classes?

d) About how many times have you had classroom discussion which related to different types of work?

0 2 4 6 8 10 12 or more

Which classes?

e) How many times have you visited the Career Center? 0 2 4 6 8 10 12 or more

Which classes? _____

f) About how many times did you discuss work of different occupations as part of your school experience? 0 2 4 6 8 10 12 or more

Which classes? _____

PART II: Instructions

Read each of the following statements and circle the letter next to the answer you think is best. Try to circle a letter for each statement. If you have any questions, raise your hand.

Sample statement:

Which of the following jobs requires the most training?

A. Clerk
B. Architect
C. Assembly line worker
D. Keypunch Operator

You should have circled B, since an architect requires the most formal training.

Now, turn the page and begin.

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Parts of this instrument were developed for the Ohio Career Development Program under the direction of Dr. Henry M. Brickell, Policy Studies in Education, 52 Vanderbilt Avenue, New York, NY 10017. (This test was developed while Dr. Brickell and his staff were affiliated with the Institute for Educational Development.)

1. A student who does well in English and likes to work alone would most likely be good at

   A. writing a play
   B. acting in a play
   C. making scenery for a play
   D. collecting the money from the audience

2. Which of the following is NOT considered a service organization?

   A. Police department
   B. Day nursery
   C. Private employment agency
   D. Dairy farm

3. If you planned to become a travel agent, which of the following courses would be most helpful?

   A. Music
   B. English
   C. Geography
   D. Chemistry

4. A high school diploma is usually required for all of the following EXCEPT

   A. secretary
   B. plasterer
   C. filling station attendant
   D. policeman

5. Which of the following occupations involves skills most like that of a typist?

   A. Assembly line worker
   B. Locksmith
   C. Keypunch operator
   D. Bricklayer

6. Which of the following careers are most closely related?

   A. Salesman and architect
   B. Electrician and photographer
   C. Bookkeeper and auditor
   D. Social worker and carpenter

7. If you like science and like to work alone, which of the following occupations should you consider?

   A. Social worker
   B. Doctor
   C. Computer programmer
   D. Teacher

8. A dairy farmer and a soil conservationist both work in the area of

A. construction
B. government services
C. manufacturing
D. agriculture

9. All of the following are fringe benefits EXCEPT

A. hospitalization
B. disability insurance
C. a retirement program
D. high wages

10. Which of the following would be considered a high-risk occupation?

A. Cafeteria worker
B. Secretary
C. Radio assembly line worker
D. Fireman

11. Labor laws affect all of the following EXCEPT

A. hours of work
B. minimum wage
C. type of work
D. minimum skills needed

12. Which of the following occupations requires the most education?

A. Glass blower
B. Civil engineer
C. Mail carrier
D. Draftsman

13. If you were a food-research aide, which school subject would probably be most useful?

A. History
B. Mathematics
C. English
D. Science

14. Body coordination is most important to a

A. Bank teller
B. Fireman
C. Lawyer
D. Secretary

15. Which of the following is LEAST controlled by an individual?

A. choice of hobbies
B. amount of education
C. employment opportunities
D. choice of career

16. Creative people enjoy using their imaginations in their work. Which of these occupations would require the MOST creativity?

A. Actor
B. Bookkeeper
C. Electrician
D. Salesman
E. Secretary

17. Some occupations require people to be able to work well with their hands. Which of the following MUST be able to work well with their hands?

A. Bookkeeper
B. Librarian
C. Photographer
D. Surgeon

18. Which job would probably have the most adventure and excitement?

A. Landscape expert
B. Naturalist
C. Publisher
D. Reporter

19. Which of the following requires the MOST formal education?

A. Sports announcer
B. Archaeologist
C. Glazier
D. Astrologist

20. A college education is NOT required to be a:

A. Civil engineer
B. Secretary
C. Teacher
D. Barrister

PART III: Instructions

We are going to read some statements. If you feel the statement is always true for you or true for you most of the time, circle Yes.

If you do not know if the statement is true or not true for you, circle the ?.

If you feel the statement is not true for you or not true for you most of the time, circle No.

There are no right or wrong answers. Only you can tell us how you feel about yourself, so circle the answers that tell how you really feel. We'll do the first one together.

| | | | |
|---|---|---|---|
| I like tuna fish. | Yes | ? | No |

If you like tuna fish, or you usually like tuna fish, circle Yes. If you don't know if you like tuna fish, circle the ?. If you don't like tuna fish, or usually don't like it, circle the No.

Now let's do some more.

| | | | |
|---|---|---|---|
| 1. I like to work by myself. | Yes | ? | No |
| 2. I like to go to school. | Yes | ? | No |
| 3. I'll like working when I grow up. | Yes | ? | No |
| 4. I am an important part of my family. | Yes | ? | No |
| 5. I get along well with my teachers. | Yes | ? | No |
| 6. There are jobs I will like doing when I grow up. | Yes | ? | No |
| 7. What I learn in school will help me find a job someday. | Yes | ? | No |
| 8. I do most things well. | Yes | ? | No |
| 9. I think I know what kind of work I want to do when I grow up. | Yes | ? | No |
| 10. When I finish school, I want a job where I can work with other people. | Yes | ? | No |
| 11. I worry about things I do poorly. | Yes | ? | No |
| 12. I use the things I learn in school when I'm at home. | Yes | ? | No |
| 13. I think the person who fixes cars is as important as the person who runs a supermarket. | Yes | ? | No |

| | | | |
|---|---|---|---|
| 14. I like to work with other people. | Yes | ? | No |
| 15. I am afraid to try new activities. | Yes | ? | No |
| 16. I get along well with the other students in my class. | Yes | ? | No |
| 17. I am an important part of my class in school. | Yes | ? | No |
| 18. I have trouble deciding things. | Yes | ? | No |
| 19. I can do anything I set my mind to. | Yes | | No |

PART IV: Instructions

Below is a list of occupations. Read the list all the way through first, and then put an (X) in front of the occupation that you would be most interested in pursuing after graduation. (Check only one).

| | | |
|---|---|---|
| _____ Carpenter | _____ Nurse | _____ Actor/Actress |
| _____ Doctor | _____ Laboratory Technician | _____ Construction Worker |
| _____ Secretary | _____ Mechanic | _____ Fabric Designer |
| _____ Architect | _____ Teacher | _____ Salesperson |
| _____ Farmer | _____ Bus Driver | _____ Crane Operator |
| _____ Author | _____ Social Worker | _____ Assembly line Worker |
| _____ Computer Programmer | _____ Telephone Operator | _____ Receptionist |
| _____ Keypunch Operator | _____ Newspaper Reporter | _____ Tool and Die Maker |
| _____ Professor | _____ Police Person | _____ Gardener |
| _____ Chef | _____ Dentist | _____ Gas Station Owner |
| _____ Lawyer | _____ Miner | _____ Accountant |
| _____ Cashier | _____ Banker | _____ Engineer |
| _____ Fireman | _____ Radio Announcer | |

2. What is the actual job you wish to pursue after graduation?

_____

3. Circle the letter which lists the below steps of decision making in the order you should use them in the process of making a career decision.

A. a select one solution, b think up different solutions, c state the problem, d list the good and bad points of each solution.

B. a state the problem, b list the good and bad points of each solution, c think up different solutions, d select one solution.

C. a state the problem, b think up different solutions, c list the good and bad points of each solution, d select one solution.

D. a select one solution, b state the problem, c list the good and bad points of each solution, d think up different solutions.

4. From the below list check those items which are commonly found on employment applications.

_____ Name and address
_____ Age
_____ Sex
_____ Religion
_____ Employment history
_____ Educational history
_____ Health history
_____ Race
_____ References
_____ Wage wanted
_____ Social Security Number

5. How important are the following in making your career decision after graduation?

| | Most Important | | | | | | Not Important |
|---|---|---|---|---|---|---|---|
| 1. your interests | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. your abilities | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. your learning | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. your physical characteristics | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. your school grades | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

| | Most Important | | | | | | Not Important |
|---|---|---|---|---|---|---|---|
| 6. your job opportunities | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. your parent's wishes | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

6. To what degree are the following occupations involved with unions?

| | Strong | Some | None |
|---|---|---|---|
| Teacher | 1 | 2 | 3 |
| Engineer | 1 | 2 | 3 |
| Auto Worker | 1 | 2 | 3 |
| Salesman | 1 | 2 | 3 |
| Construction Worker | 1 | 2 | 3 |
| Longshoreman | 1 | 2 | 3 |
| Farmers | 1 | 2 | 3 |
| Truck Drivers | 1 | 2 | 3 |
| Policemen | 1 | 2 | 3 |

7. List the places you would go to get help finding a job.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

8. What was your final grade last year in English and Mathematics? (Circle a response in each column).

| English | Mathematics |
|---|---|
| A (90-100) | A (90-100) |
| B (80-89) | B (80-89) |
| C (70-79) | C (70-79) |
| D (60-69) | D (60-69) |
| F (below 60) | F (below 60) |
| No Grade | No Grade |

PART V: Instructions

Answer the following questions as best you can. This should be an honest self-appraisal of your interests and ability.

1. I am a (an)

   a) good student
   b) average student
   c) poor student

2. I like to work

   a) indoors
   b) outdoors
   c) either indoors or outdoors

3. I like work that is

   a) physical
   b) mental
   c) both

4. I like to work with numbers

   a) a lot
   b) some
   c) not much

5. I like precision work.

   a) yes
   b) no
   c) not important

6. I have a high mechanical aptitude.

   a) yes
   b) no
   c) don't know

7. I like to work with people.

   a) yes
   b) no
   c) some

8. I am considered creative.

   a) yes
   b) no
   c) some

CAREER EDUCATION PROJECT

Exp _____ Ctrl _____

Year 1975

GRADE 12

CAREER EDUCATION SURVEY

Name _____

School _____

Male _____ Female _____

PART I: Instructions

Each question in this section will address different types of experiences you may have had this year in various classes. To the best of your ability, answer each item and specify the class or classes in which you were involved with the specific experience.

1. How many guest speakers have you had in your classes this year?

_____

_____

2. Of the following experiences, estimate how many times have you participated in each, this year, while in school?

   a. About how many field trips to look at different types of jobs: 0 2 4 6 8 10 12 or more

      Which classes? _____

   b. About how many viewed films which emphasized job skills or working? 0 2 4 6 8 10 12 or more

   c. About how many times have you had classroom discussion which related to different types of work? None (1 to 10 times) Some (10 or more) Lots

      Which classes? _____

d. About how many times have you visited your guidance counselor to discuss your future career choice? 0 2 4 6 8 10 12 or more

e. About how many times have you visited the career resource center? 0 2 4 6 8 10 12 or more

Part II: Instructions

Read each of the following statements and circle the letter next to the one you think is best. Try to circle a letter for each statement. If you have any questions, raise your hand.

Sample statement:

Which of the following jobs requires the most training?

A. Clerk
B. Architect
C. Assembly line worker
D. Keypunch operator

You should have circled B, since an architect requires the most formal training.

Now turn the page and begin.

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1. Which of the following jobs is most likely to be a service job?

   A. Nurse
   B. Baker
   C. Farmer
   D. Author

2. If you enjoy working with people and helping people, you would probably find the most satisfaction in which of the following careers?

   A. Research biologist
   B. Social worker
   C. Mathematician
   D. Orchestra member

3. In which of the following would a conflict of values be most likely to occur?

   A. A traveling salesman who likes to spend a lot of time with his family.
   B. A baseball player who likes to run.
   C. A craftsman who likes to work with his hands.
   D. A teacher who likes to read a lot.

4. Which of the following jobs is found in the same occupational cluster as the job of an airline stewardess?

   A. Bus driver
   B. Hairdresser
   C. Secretary
   D. Pharmacist

5. Which of the following jobs did not exist in 1900?

   A. Electrician
   B. Actor
   C. Disc jockey
   D. Plumber

6. Which of the following occupations requires a college education?

   A. Librarian
   B. Coal miner
   C. Fireman
   D. Construction worker

7. Eric likes working with people but does not like working with data or tools. He would most likely be interested in being

A. a policeman
B. an accountant
C. a bulldozer operator
D. a TV repairman

8. A special insurance which pays an employee when he is recovering from an injury received on the job is called

A. unemployment insurance
B. workmen's compensation
C. life insurance
D. profit-sharing

9. Which of the following is the major reason why automation occurs in an industry?

A. to reduce production costs
B. to replace workers
C. to increase unemployment
D. to produce different products

10. Which of the following uses skills most similar to those of a keypunch operator?

A. a nurse
B. a typist
C. a receptionist
D. a telephone operator

11. Labor laws are primarily intended to provide

A. guaranteed annual income
B. protection for workers
C. protection for consumers
D. protection for labor unions

12. Which of the following is considered a high risk occupation?

A. Chef
B. Actor
C. Miner
D. Barber

13. Which of the following arrangements lists jobs in the order of their educational requirements, from LEAST to MOST?

A. Civil engineer, candy cutter, mail carrier, draftsman
B. Mail carrier, draftsman, civil engineer, candy cutter
C. Candy cutter, mail carrier, draftsman, civil engineer
D. Draftsman, civil engineer, candy cutter, mail carrier

14. A young worker may be called an apprentice if he or she is

A. recently employed in his or her first job
B. attending a technical school with the consent of his or her parents
C. receiving experiences which lead to mastery of a trade
D. employed in a large factory

15. If you are interested in the occupation of lathe operator, you probably should try to learn more about

A. transportation
B. manufacturing
C. food services
D. health services

16. Night school, on-the-job training, military service training, and correspondence courses have in common the fact that they

A. are sources of training that almost everybody uses
B. do not give any kind of diploma or certificate
C. are helpful to people who want more education
D. are free to qualified people who have made the appropriate career choices

17. A college education is usually needed to be a

A. Cryptologist
B. Archaeologist
C. Glazier
D. Astrologist

19. A college education is NOT required to be a

A. Civil engineer
B. Secretary
C. Teacher
D. Barrister

20. Which ONE occupation requires at least a four year college degree?

A. Postman
B. Mail clerk
C. Physical therapist
D. TV cameraman
E. Policeman

21. Which of the following has to know the MOST about GRAMMAR?

A. Secretary
B. Mechanic
C. Surveyor
D. Engineer

22. Creative people enjoy using their imaginations in their work. Which of these occupations would require the MOST creativity?

A. Actor
B. Bookkeeper
C. Electrician
D. Salesman

23. Some patient people enjoy doing detailed work. Which of these occupations requires the MOST patience and attention to detail?

A. Data processor
B. Farmer
C. Hotel manager
D. Salesman

24. Some occupations require people to be able to work well with their hands. Which of the following MUST be able to work well with their hands?

A. Bookkeeper
B. Librarian
C. Photographer
D. Surgeon

25. Which job would probably have the most adventure and excitement?

A. Landscape expert
B. Naturalist
C. Publisher
D. Reporter

**PART III: Instructions**

We are going to read some statements. If you feel the statement is always true for you or true for you most of the time, circle Yes.

If you do not know if the statement is true or not true for you, circle the ?.

If you feel the statement is not true for you or not true for you most of the time, circle No.

There are no right or wrong answers. Only you can tell us how you feel about yourself, so circle the answers that tell how you really feel. We'll do the first one together.

| | | | |
|---|---|---|---|
| I like tuna fish. | Yes | ? | No |

If you like tuna fish, or you usually like tuna fish, circle Yes. If you don't know if you like tuna fish, circle the ? . If you don't like tuna fish, or usually don't like it, circle the No.

Now, let's do some more.

| | | | |
|---|---|---|---|
| 1. I like to work by myself. | Yes | ? | No |
| 2. I like to go to school. | Yes | ? | No |
| 3. I'll like working when I grow up. | Yes | ? | No |
| 4. I am an important part of my family. | Yes | ? | No |
| 5. I get along well with my teachers. | Yes | ? | No |
| 6. There are jobs I will like doing when I grow up. | Yes | ? | No |
| 7. What I learn in school will help me find a job someday. | Yes | ? | No |
| 8. I do most things well. | Yes | ? | No |
| 9. I think I know what kind of work I want to do when I grow up. | Yes | ? | No |
| 10. When I finish school, I want a job where I can work with other people. | Yes | ? | No |
| 11. I worry about things I do poorly. | Yes | ? | No |
| 12. I use the things I learn in school when I'm at home. | Yes | ? | No |
| 13. I think the person who fixes cars is as important as the person who runs a supermarket. | Yes | ? | No |
| 14. I like to work with other people. | Yes | ? | No |
| 15. I am afraid to try new activities. | Yes | ? | No |

16. I get along well with the other students in my class. Yes ? No

17. I am an important part of my class in school. Yes ? No

18. I have trouble deciding things. Yes ? No

19. I can do anything I set my mind to. Yes ? No

PART IV

1. Below is a list of occupations. Read the list all the way through first, and then put an (X) in front of the occupation that you would be most interested in pursuing after graduation.

| | | |
|---|---|---|
| _____ Carpenter | _____ Nurse | _____ Actor/Actress |
| _____ Doctor | _____ Laboratory Technician | _____ Construction Worker |
| _____ Secretary | _____ Mechanic | _____ Fabric Designer |
| _____ Architect | _____ Teacher | _____ Salesperson |
| _____ Farmer | _____ Bus Driver | _____ Crane Operator |
| _____ Author | _____ Social Worker | _____ Assembly line Worker |
| _____ Computer Programmer | _____ Telephone Operator | _____ Receptionist |
| _____ Keypunch Operator | _____ Newspaper Reporter | _____ Tool and Die Maker |
| _____ Professor | _____ Police Person | _____ Gardener |
| _____ Chef | _____ Dentist | _____ Gas Station Owner |
| _____ Lawyer | _____ Miner | _____ Accountant |
| _____ Cashier | _____ Banker | _____ Engineer |
| _____ Fireman | _____ Radio Announcer | |

2. What is the actual job you wish to pursue after graduation?

_____

3. Circle the number which list the below steps of decision making in the order you should use them in the process of making a career decision.

1) select one solution, think up different solutions, state the problem, list the good and bad points of each solution

2) state the problem, list the good and bad points of each solution, think up different solutions, select one solution

3) state the problem, think up different solutions, list the good and bad points of each solution, select one solution

4) select one solution, state the problem, list the good and bad points of each solution, think up different solutions

4. From the below list check those items which are commonly found on employment applications.

____ Name and address

____ Age

____ Sex

____ Religion

____ Employment History

____ Educational History

____ Health history

____ Race

____ References

____ Wage wanted

____ Social Security Number

5. How important are the following in making your career decision after graduation?

| | Most Important | | | | | | Not Important |
|---|---|---|---|---|---|---|---|
| 1. your interests | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. your abilities | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. your learning | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. your physical characteristics | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. your school grades | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. your job opportunities | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. your parent's wishes | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

6. To what degree are the following occupations involved with unions?

| | Strong | Some | None |
|---|---|---|---|
| Teacher | 1 | 2 | 3 |
| Engineer | 1 | 2 | 3 |
| Auto Worker | 1 | 2 | 3 |
| Salesman | 1 | 2 | 3 |
| Construction Worker | 1 | 2 | 3 |
| Longshoremen | 1 | 2 | 3 |
| Farmers | 1 | 2 | 3 |
| Truck Drivers | 1 | 2 | 3 |
| Policeman | 1 | 2 | 3 |

7. What was your final grade last year in English and Mathematics: (Circle a response in each column.)

| English | Mathematics |
|---|---|
| A (90-100) | A (90-100) |
| B (80-89) | B (80-89) |
| C (70-79) | C (70-79) |
| D (60-69) | D (60-69) |
| F (below 60) | F (below 60) |
| No Grade | No Grade |

8. What type of courses are you primarily taking? (Circle only one response)

_____ General Education

_____ Vocational Education

_____ Academic/College Preparatory

_____ Other (Please specify) _____

_____ Uncertain

9. List the places you would go to get help finding a job.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

PART V: Instructions

Answer the following questions as best you can. This should be an honest self-appraisal of your interests and ability.

1. I am a (an)

   a) good student
   b) average student
   c) poor student

2. I like to work

   a) indoors
   b) outdoors
   c) either indoors or outdoors

3. I like work that is

   a) physical
   b) mental
   c) both

4. I like to work with numbers

   a) a lot
   b) some
   c) not much

5. I like precision work.

   a) yes
   b) no
   c) not important

6. I have a high mechanical aptitude.

a) Yes
b) No
c) don't know

7. I like to work with people.

a) Yes
b) No
c) Some

8. I am considered creative.

a) Yes
b) No
c) Some

TEACHER INVENTORY
ELEMENTARY SCHOOLS

This inventory will aid in the evaluation of the Career Education project. All answers will be held in strict confidence.

Name _____

School _____

Grade levels taught 3 - 6 Area _____ (If any)

_____

1. How many separate Career Education in-service workshops have you attended? Specify: 1) _____ 2) _____

   3) _____ 4) _____ 5) _____

   6) _____ 7) _____

2. How many career education units or lessons have you taught in your class? 0 1 2 3 4 5 6 7 8 9 10 11 or more

3. How would you rate:

| | Excellent | | | | Poor |
|---|---|---|---|---|---|
| a) the help you received from the Career Education project? | 1 | 2 | 3 | 4 | 5 |
| b) the extent to which you feel the administrators of this school support your school's Career Education project? | 1 | 2 | 3 | 4 | 5 |

4. Of the following services offered by the Career Education project, how often have you used each?

| Services | Times Used | | | | | | |
|---|---|---|---|---|---|---|---|
| Career Education films | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Curriculum guides | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Project resource people | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Curriculum materials | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Community resource guide | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

5. Which of the following techniques have you used in presenting Career Education concepts to your classes?

| Techniques | Times Used |
|---|---|
| Resource Persons | 0 1 2 3 4 5 6 7 |
| Field Trips | 0 1 2 3 4 5 6 7 |
| Special Assignments | 0 1 2 3 4 5 6 7 |
| Curriculum Infusion | 0 1 2 3 4 5 6 7 |
| Special Career Lesson | 0 1 2 3 4 5 6 7 |

Other _____

6. Please read each statement carefully, then check the response which best describes how you feel about each statement.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| a) There is a need for students who graduate from high school to make a career decision. | SA | A | U | D | SD |
| b) Career Education requires that a teacher relate classroom instruction to related occupations. | SA | A | U | D | SD |
| c) Career Education is another name for Vocational Education. | SA | A | U | D | SD |
| d) Elementary school is too early for students to start thinking about career possibilities. | SA | A | U | D | SD |
| e) Every student should be prepared for either further education or immediate employment. | SA | A | U | D | SD |
| f) Courses such as art and music would be diluted if one included information about job possibilities in those fields. | SA | A | U | D | SD |
| g) Elementary school teachers have a responsibility to teach children about the world of work. | SA | A | U | D | SD |

h) Schools should provide occupational exploration opportunities. SA A U D SD

i) Academic subject matter teachers have a responsibility to provide occupational information. SA A U D SD

7. What type of assistance can the project give to you which would help in implementing Career Education?

_____

_____

_____

8. Circle the number that best describes your feeling about Career Education.

Example: Candy is

Sweet (1) 2 3 4 5 6 7 Sour
Soft 1 2 3 (4) 5 6 7 Hard

I circled 1 because I believe candy is sweet and 4 because I perceive candy as being both soft and hard.

Career Education is:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A fad | 1 | 2 | 3 | 4 | 5 | 6 | 7 | permanent |
| Detrimental | 1 | 2 | 3 | 4 | 5 | 6 | 7 | helpful |
| Strong | 1 | 2 | 3 | 4 | 5 | 6 | 7 | weak |
| Supported | 1 | 2 | 3 | 4 | 5 | 6 | 7 | unsupported |
| Exciting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | dull |
| Accepted | 1 | 2 | 3 | 4 | 5 | 6 | 7 | unaccepted |
| Enriching | 1 | 2 | 3 | 4 | 5 | 6 | 7 | detracting |
| Clear | 1 | 2 | 3 | 4 | 5 | 6 | 7 | negular |

TEACHER INVENTORY

JUNIOR AND SENIOR HIGH SCHOOL

This inventory will aid in the evaluation of the Career Education project. All answers will be held in strict confidence.

Name _____

School _____

Levels taught 7, 8, 9, 10, 11, 12 Area _____ (if any)

1. Is your school part of the Career Education project? ____ Yes, ____ No

2. How many separate Career Education in-service workshops have you attended? Specify: 1) _____ 2) _____

   3) _____ 4) _____ 5) _____

   6) _____ 7) _____

3. How many career education units or lessons have you taught in your class? 0 1 2 3 4 5

4. How would you rate:

| | Excellent | | | | Poor |
|---|---|---|---|---|---|
| a) the help you received from the Career Education Project? | 1 | 2 | 3 | 4 | 5 |
| b) the extent to which you feel the administrators of this school support your school's Career Education Project? | 1 | 2 | 3 | 4 | 5 |

5. Of the following services offered by the Career Edudation Project, how often have you used each?

| Services | Times Used | | | | | | |
|---|---|---|---|---|---|---|---|
| Career Education Films | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Project Resource People | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Curriculum Materials | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Community Resource Facilitator | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

6. Which of the following techniques have you used in presenting Career Education concepts to your classes?

| Techniques | Times Used |
|---|---|
| Resource Persons | 0 1 2 3 4 5 6 7 |
| Field Trips | 0 1 2 3 4 5 6 7 |
| Curriculum Infusion | 0 1 2 3 4 5 6 7 |
| Special Assignments | 0 1 2 3 4 5 6 7 |
| Special Career Lesson | 0 1 2 3 4 5 6 7 |

Other _____

7. Please read each statement carefully, then check the response which best describes how you feel about each statement.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| a) There is a need for students who graduate from high school to make a career decision. | SA | A | U | D | SD |
| b) Career Education requires that a teacher relate classroom instruction to related occupations. | SA | A | U | D | SD |
| c) Career Education is another name for Vocational Education. | SA | A | U | D | SD |
| d) Elementary school is too early for students to start thinking about career possibilities. | SA | A | U | D | SD |
| e) Every student should be prepared for either further education or immediate employment. | SA | A | U | D | SD |
| f) Courses such as art and music would be diluted if one included if one included information about job possibilities in those fields. | SA | A | U | D | SD |
| g) Elementary school teachers have a responsibility to teach children about the world of work. | SA | A | U | D | SD |

h) Schools should provide Occupational exploration opportunities. SA A U D SD

i) Academic subject matter teachers have a responsibility to provide occupational information. SA A U D SD

8. What type of assistance can the project give to you which would help in implementing Career Education?

_____

_____

_____

9. Circle the number that best describes your feeling about Career Education for each set of descriptions.

Example: Candy is

Sweet (1) 2 3 4 5 6 7 Sour

Soft 1 2 3 (4) 5 6 7 Hard

I circled 1 because I believe candy is sweet and 4 because I precieve candy as being both soft and hard.

Career Education is:

| | | |
|---|---|---|
| a fad | 1 2 3 4 5 6 7 | permanent |
| detrimental | 1 2 3 4 5 6 7 | helpful |
| strong | 1 2 3 4 5 6 7 | weak |
| supported | 1 2 3 4 5 6 7 | unsupported |
| exciting | 1 2 3 4 5 6 7 | dull |
| accepted | 1 2 3 4 5 6 7 | unaccepted |
| enriching | 1 2 3 4 5 6 7 | detracting |
| clear | 1 2 3 4 5 6 7 | nebular |